U.S. History
Semester Exam
Instructor's Version B

Answers: Multiple-Choice Questions

1.	A	**26.**	C
2.	C	**27.**	D
3.	C	**28.**	C
4.	C	**29.**	C
5.	E	**30.**	E
6.	B	**31.**	C
7.	D	**32.**	D
8.	C	**33.**	A
9.	E	**34.**	B
10.	A	**35.**	B
11.	B	**36.**	D
12.	B	**37.**	C
13.	D	**38.**	A
14.	A	**39.**	E
15.	C	**40.**	D
16.	D	**41.**	B
17.	E	**42.**	A
18.	A	**43.**	C
19.	B	**44.**	C
20.	B	**45.**	C
21.	D	**46.**	D
22.	E	**47.**	B
23.	C	**48.**	A
24.	A	**49.**	A
25.	E	**50.**	C

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Answers: Free-Response Questions
Students should answer both of the following essay questions.

Question 1:

African Americans made steady progress, both economically and socially, between the American Revolution and the end of Reconstruction.

Analyze this statement as it applies to two of the following periods:

I. 1776-1800
II. 1830-1860
III. 1860-1890

Key points

I. 1776-1800

1. Africans continue to be brought to the United States as slaves.
2. Even though they took part in early events of the Revolution (for example, the Boston Massacre and Crispus Attucks) most revolutionaries did not see their movement as one against slavery.
3. During debates over the writing of the Constitution, leaders such as Madison saw the issue of slavery as a "distraction" and the word *slavery* was absent from the final document.
4. Constitution accommodates institution of slavery through the "three-fifths" compromise, under which slaves, for the purposes of representation, were counted as three-fifths of a person.
5. Delegates to the Constitutional convention also compromised on 1808 as the end of the importation of new slaves into the United States.
6. Free Blacks did take part in the Revolution; at end of 1775, Washington reversed the policy that kept them out of the army, and Blacks took part in most of the major battles of the Revolutionary War.
7. Slaves who had taken part in the fighting against the British were granted their freedom at the end of the war.
8. In 1777, Vermont became the first state to abolish slavery within its borders.
9. Rhode Island (in 1784) and New York (in 1799) granted freedom to children of slaves.
10. Overall, however, most African Americans remained in slavery at the turn of the century and as the new nation began.
11. The hypocrisy of allowing slavery in a country whose founding documents declared the innate equality of all men remained.

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II. 1830-1860

1. Though the importation of slaves into the United States had ceased in 1808, the population of slaves grew through natural increase. There were many more slaves in the United States in 1830 than in 1800.
2. The expansion of cotton agriculture brought about continued demand for slaves in the South and growing Southwest.
3. Great prejudice remained against African Americans, even in the North, where "minstrel" shows were very popular in the 1830s.
4. Positives for African Americans during this period included the rise of a serious and well-organized abolitionist movement, and the anti-slavery rhetoric of some of the most important American authors and essayists, including Henry David Thoreau.
5. Some abolitionists proposed transporting Blacks back to Africa—despite the fact that the vast majority of African Americans were born in America.
6. William Lloyd Garrison founded and published the abolitionist paper the *Liberator*.
7. Free Blacks became abolitionists—Frederick Douglass and Sojourner Truth among them.
8. Abolitionism provoked a movement in defense of slavery.
9. Pro-slavery groups argued that African Americans were better in slavery than in freedom—they were "taken care of."
10. Slavery became politically controversial during this 30-year period, causing much strife in Congress, and giving rise to one political compromise after another to soothe sectional tensions between North and South. Even at the last moment before the war, Lincoln had offered to guarantee the survival of slavery in those states where it existed to preserve the Union.
11. The groundwork was laid for abolition and emancipation during this period, but there is no evidence that the lives of African Americans in slavery improved at all during this time.
12. The Nat Turner rebellion and the debates over emancipation in Virginia (1831-1832) marked a turning point in Southern defense of slavery. Slavery was more firmly entrenched in 1830 than in 1860.
13. This period was also marked by laws restricting the rights of free Blacks in the North.
14. Free Blacks in the South could own property, but had few other rights.
15. Slave families often worked on Sundays to raise crops or tend gardens to earn a small amount of money.

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III. 1860-1890

1. The emancipation of slaves and their participation in the politics and economy of the South created tremendous social and political change.
2. Even so, for most African Americans, emancipation in reality would await the end of the war and the defeat of the South.
3. Slavery was first abolished in the District of Columbia.
4. By the end of the war, about 10% of the Union army was made up of free Black soldiers.
5. The 13th Amendment, ratified in 1865, abolished slavery in the United States.
6. Through Reconstruction, the North tried to impose a new social and economic system on the South that gave an important role to African Americans in many levels of society.
7. The Compromise of 1877 ended Northern attempts to reshape the social and racial structure of the South. The North had to accept that White Southerners were going to maintain their system as long as they could.
8. The Black Codes passed during this period meant that, though they were legally free, Blacks would still be kept in a servile and subordinate position.
9. Terrorist groups like the KKK were at least temporarily successful in intimidating African Americans through extralegal violence.
10. Some African American leaders, such as Booker T. Washington, proposed a gradual transition to full citizenship and equality. He argued for the acquisition of skills and education as the first steps to equality.
11. Other leaders, such as W.E.B. Du Bois, argued for more immediate and direct action.
12. Jim Crow laws and declining interest in the plight of Blacks among Northern politicians made it difficult for African Americans to progress.
13. During Reconstruction, African Americans began to vote, to take part in the political system, were elected to various political offices, and could own property.
14. Reconstruction was also marked by the reunion of Black families separated by slavery, and by the strengthening of Black community institutions, especially churches.
15. Many Blacks became sharecroppers. This was a system that gave them some independence, but little financial reward.

Pointers for Instructors

- Students should make an argument about whether African Americans made social and/or economic progress during two of the three periods listed above.
- This question attempts to get students to point out that African Americans did not make steady progress, but rather their socio-economic status rose and fell both across these periods, and inside each time period. For example, after the civil war, former slaves enjoyed political participation, but this was rapidly curtailed with Black Codes and Jim Crow laws.
- Make sure students focus on their argument, rather than on a narrative.
- Make sure students use specific evidence to support their arguments.

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Scoring Rubric

This question is worth 50 points. There are five scoring ranges:

45-50 points—Excellent
To score 45-50 points, the student's answer must have a strong, clear thesis that argues for or against African American progress during the two periods chosen, and must demonstrate a good understanding of the conditions under which they lived. The quality of the writing should be excellent, the answer must show logical patterns, and the student should include many of the major points from the above list (though they may go beyond the list). The student should give approximately equal weight to both periods they choose to discuss. The organization should be clear. The answer will have only minor errors.

40-44 points—Very Good
To score 40-44 points, the student's answer must have a thesis that makes an argument about changes in the conditions of African Americans over two of the periods, and demonstrate an understanding of the conditions under which they lived. The answer must be logically organized, and the writing should be good. The student should include many of the specific points from the above list, though one of the periods may be more thoroughly covered than the other. The answer may contain small errors.

35-39 points—Adequate
To score 35-39 points, the student's answer must try to make some argument and must include at least some of the points listed above. It may not demonstrate a clear understanding of the conditions under which African Americans lived. One of the time periods may be only superficially covered; the other one should be fairly complete. There may be flaws in the thesis and argument. The answer may contain errors.

30-34 points—Flawed
To score 30-34 points, the student's answer will demonstrate serious weaknesses. It may have no thesis argument at all, and it will include few of the points listed above. The answer may show little understanding of the conditions under which African Americans lived and will not be able to demonstrate either progress or lack of it over the two time periods. The answer may contain significant errors.

25-29 points—Severely Flawed
To score 25-29 points, the student's answer will demonstrate almost no attempt to answer the question, and will include very few, if any, of the points listed above.

If a student fails to turn in an essay, or if the student commits plagiarism, the student should receive a 0.

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Question 2:

Evaluate the social and political changes wrought by <u>one</u> of the following wars:

I. The War of 1812
II. The Mexican-American War
III. The Civil War

Key points

I. War of 1812

1. American Indians lost more ground, particularly in old Northwest (the Battle of the Thames and Tippecanoe, for example).
2. Republican policies of low spending and lack of concern about defense were shown to have been mistakes during the war.
3. The American army and navy were not prepared for the war. The nation instituted a peacetime army and navy at the conflict's end.
4. The war increased American patriotism and interest in new tariffs.
5. The war made a hero of Andrew Jackson, who would use this in politics later on.
6. Limited availability of imported goods led to expansion of American manufacturing during the war.
7. The war made the United States more economically independent.
8. Republicans and Federalists reversed their positions: Madison recognized the need for a strong government and a powerful army.
9. Madison reversed his position on the national bank, realizing that it would have been an asset during the war.
10. Federalists began to support ideas of states' rights and strict construction of the constitution.

II. Mexican-American War

1. The Mexican-American War was the first American conflict to be seriously questioned by the public, though many supported it.
2. Some, such as Henry David Thoreau, refused to support the war, even to the extent of refusing to pay taxes.
3. The U.S. acquired more than 500,000 square miles of territory in the Southwest and California.
4. The Americans suffered heavy casualties; in fact, it remains the deadliest war in American history in terms of percentage of combatants killed.
5. The war provoked both national pride and criticism; some, such as Walt Whitman, supported the conflict, while others (including Emerson) continued to oppose it.
6. The war intensified sectional conflicts as pro-slavers and anti-slavers argued over the future of newly acquired territories.
7. The war served as a training ground for a generation of officers who would later be leaders in the Civil War, especially in the South.

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III. Civil War

1. The emancipation of slaves, participation of freedmen in politics, and economy of South, a tremendous social and political change.
2. Both sides suffered huge casualties. The war also caused unprecedented levels of physical destruction, though this occurred mostly in the South.
3. The war transformed the South from being primarily a producer of raw cotton for Northern and foreign industry into a producer of raw cotton **and** textiles.
4. Reconstruction causes a temporary change in the political structure of the South—though the Black Codes and Jim Crow laws move the region back toward racial inequality after 1877.
5. The Civil War put an end to ideas of secession, and increased the federal government's power at the expense of states' rights.
6. There are no more questions of nullification; the North's victory establishes the supremacy of federal law.
7. After the war, free African Americans in the South make initial strides towards liberty, then take many strides backwards after end of Reconstruction.
8. Economic and fiscal measures introduced during the war, such as the Homestead Act, the transcontinental railroad bill, and the Morrill Act, for example, helped create a post-war economic boom.
9. The war altered the economy of the South, making it more industrial and more diversified agriculturally.
10. Politically, the war brought a new focus on national issues rather than sectional ones. The end of slavery had taken away one of the important causes of sectionalism.

Pointers for Instructors

- This is a complex question, and students have only a limited time to compose their answer. Please take this into consideration as you evaluate their essays.
- Make sure students focus on their argument, rather than on a narrative.
- Make sure students use specific evidence to support their arguments.

Scoring Rubric

This question is worth 50 points. There are five scoring ranges:

45-50 points—Excellent
To score 45-50 points, the student's answer must have a strong, clear thesis that addresses social and political changes resulting from the chosen war. The quality of the writing should be excellent and the answer must show logical patterns. The student should include many of the points in the above list. The organization should be clear. The answer will have only minor errors.

40-44 points—Very Good
To score 40-44 points, the student's answer must have a thesis that makes an argument addressing the social and political changes that resulted from the chosen war. The answer must be logically organized, and the writing should be good. The student should include many of the specific points from the above list. The answer may contain small errors.

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35-39 points—Adequate
To score 35-39 points, the student must try to make some argument addressing the social and political changes that resulted from the chosen war. The essay may not be clearly organized, and the quality of the writing will only be fair. The student must include at least some of the points listed above. There may be flaws in the thesis or argument, and the answer may contain errors.

30-34 points—Flawed
To score 30-34 points, the student's answer will demonstrate serious weaknesses. It may have no thesis, the argument will be unclear, and it will include few of the points listed above. The answer may show little understanding of the social or political effects of the chosen war, or may not demonstrate adequate knowledge of the war discussed. The answer will be unorganized and will contain errors.

25-29 points—Severely Flawed
To score 25-29 points, the student's answer will demonstrate almost no attempt to answer the question, and will include very few, if any, of the points listed above.

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